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ABSTRACT

This set of learning modules was developed during a project to deliver workplace literacy instruction to individuals employed in the more than 50 businesses related to the activities the activities of the Port of Baltimore. It is intended to help employees in port businesses develop team building and problem-solving skills. The following topics are covered in the individual modules: team dynamics, group problems, divergent thinking, problem solving, decision making, effective meetings, and the Myers Briggs Type Indicator. The final module is a postassessment. Each module contains objectives, procedures, student handouts, and learning activities/grammar exercises. (MN)

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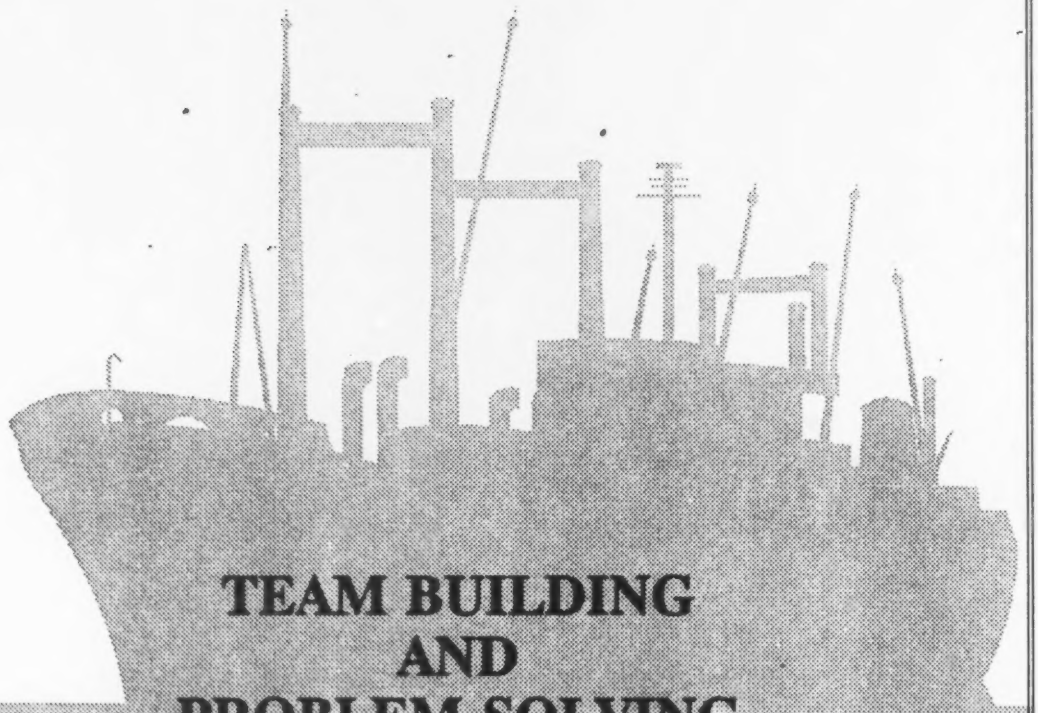
ED 381 657

# THE PORT OF BALTIMORE WORKPLACE SKILLS DEVELOPMENT PROJECT



# TEAM BUILDING AND PROBLEM SOLVING

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**By:**
**Ellen Blumner**

CE 066 761

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# Course

Team Building and Problem Solving is a course designed for all levels of employees in Port of Baltimore businesses. The course introduces concepts of group dynamics and reinforces principles needed to facilitate functional group processes. The course covers such topics as the process of group formation, how to run and hold effective meetings, principles of making decisions and solving problems as groups. The course also involves a discussion of different personality styles and styles of communication. The Myers-Briggs Type Indicator is introduced as a tool to increase individual and group awareness.

As has been our custom throughout our courses, we have designed a basic course in eight one and a half hour modules. In response to the articulated needs of our client businesses, we have at various times taught the course in longer sessions. The course material is complex and can readily spark many discussions centering on the current status of work groups and on how to strengthen their functioning.

The course is designed to use lecture and experiential learning. Participants are encouraged to apply the theoretical concepts introduced in the course to their own work situations.

# Module I - Team Dynamics

**Objectives**

1. To assess through pre-testing what the group knows about team dynamics and decision making.

2. To introduce the concepts of undercurrents in team or group dynamics.

3. To discuss the stages of team growth and development.

4. To discuss some elements needed for a successful team.

**Procedures**

1. Participants will take a 10-question pre-assessment.

2. Instructor will lecture and participants will discuss undercurrents in team dynamics, predictable stages of team growth and development and effective team behaviors.

3. Participants will furnish examples from their workplaces in appropriate places during the discussion.

# Module I PRE-ASSESSMENT

1. What are some sources of concern for people when a team is in the forming phase?

2. What are some beneficial team behaviors?

3. What are some indicators of potential trouble involving team communication?

4. Define divergent thinking.

5. Define brainstorming.

6. What are the three phases in problem solving?

7. A convergent thinking technique for quietly reducing the large number of brainstormed items or ideas is _____.

8. What is a non-verbal group technique of decision making?

9. What is an important function of a meeting facilitator?

10. List three factors that make a meeting effective.

# GROUP PROCESS: LEARNING TO WORK TOGETHER

**Undercurrents in Team Dynamics**

Task functions: improving a process, having meetings, gathering data, planning improvements, making changes, writing reports, etc.

Undercurrents: hidden concerns, excitements and anxiety about being on team; loyalty to divisions or departments; nervous anticipation about the success of the project. Some concerns as people join teams or as teams are formed include the following:

1. Personal identity in the team -

   Membership/Inclusion
   - "Do I feel like an outsider or an insider?"
   - "Do I belong?"
   - "What can I do to fit in?"

   Influence, Control, Mutual Trust
   - "Who has the most influence?"
   - "Will I have influence?"
   - "Will I be listened to?"
   - "Will I be allowed to contribute?"

2. Relationships between team members -

   - "What kinds of relationships will characterize this team?"
   - "Will members act friendly or informal or will it be strictly business?"
   - "Will we be able to work together or argue and disagree all the time?"

3. Identity with the organization -
   - "Will my loyalty to the team conflict with my loyalty to co-workers?"
   - "Will my responsibilities as a team member conflict with everyday duties?"

**Stages of Team Growth**

These are predictable. Each team goes through these phases as it forms and, to some extent, as new people join the team.

Stage 1 - Forming

- Excitement, anticipation, optimism.
- Pride.
- Tentative attachments to the team.
- Suspicion, fear, anxiety.
- Attempts to define the task and decide how it will be accomplished.
- Attempts to define acceptable group behavior and how to deal with group problems.
- Decisions on what information needs to be gathered.
- Lofty, abstract discussions of concepts and issues; or impatience with these discussions.
- Discussion of symptoms of problems not relevant to the task; difficulty in identifying relevant problems.
- Complaints about organization and barriers to the task.
- At beginning stage, team accomplishes relatively little of task goals.

Stage 2 - Storming

- Most difficult stage for team.
- Resistance to the task.
- Sharp fluctuations in attitude about the team and project's chance of success.
- Arguing among members.
- Defensiveness and competition.
- Questioning the wisdom of the project and of those who are selected as participants.
- Establishing unrealistic goals; concern about excessive work.
- A perceived "pecking order;" disunity, increased tension, jealousy.
- Little energy towards team's goal, but the beginning of understanding each other.

Stage 3 - Norming

- Members reconcile competing loyalties and responsibilities; accept team ground rules, their roles in the team, the individuality of fellow members; emotional conflict is reduced.
- A new ability to express criticism constructively.
- Acceptance of membership in the team.
- Relief that everything appears as though it will work out.
- An attempt to achieve harmony by avoiding conflict.
- More friendliness, confiding in each other, sharing personal problems; discussing the team's dynamics.
- A sense of team cohesion; a common spirit and goals.
- Establishing and maintaining team ground rules and boundaries ("the norms").
- Beginning of making considerable progress on project.

Stage 4 - Performing

- Relationships and expectations settled; team members have discovered and accepted each other's strengths and weaknesses.
- Members have insights into personal and group processes and better understanding of each other's strengths and weaknesses.
- Constructive self-change.
- Ability to prevent or work through group problems.
- Close attachment to the team.
- Team is now in effect a cohesive unit; team is getting a lot of work done.

**Recipe for a successful team.**

These are some important factors in forming and maintaining a team that functions well.

A. Clarity In Team Goals

The team should agree on its mission and see the mission as narrow enough to be workable; have a clear vision and be able to progress steadily toward its

goals; be clear about the large goals and about the purpose of individual steps, meetings, discussion, and decisions.

These behaviors indicate that the team lacks a clear goal:

- frequent switches in directions;
- frequent arguments about what the team should do next;
- feelings that the project is too big or inappropriate;
- frustration at lack of progress;
- excessive questioning of action taken;
- floundering.

B. Clearly defined Roles

Ideally the team has formally designated roles (all members know what is expected of everyone, especially the leader, facilitator, etc.).
Ideally the team understands which roles belong to one person and which are shared; how the shared roles are switched (facilitator).
Ideally the team uses each member's talents, involves everyone in team activities so no one feels left out (or taken advantage of).

These behaviors indicate that the team lacks clearly defined roles:

- roles and duty assignments resulting from a pecking order;
- confusion over who is responsible for what;
- people getting stuck with the same tedious chore.

C. Clear Communication

Ideally team members should speak with clarity and directness. Avoid using questions to disguise statements. Be succinct, avoiding long anecdotes and examples; listen actively (explore rather than debate each speaker's ideas); avoid interrupting and talking when others are speaking; share information on many levels.

These behaviors indicate a lack of clear and direct communication:

- poor speaking skills (mumbling, rambling, speaking too softly, little eye contact);
- members are unable to say what they really feel; cautiousness; lots of

tentative, conditional statements;

- people's words do not match their tone of voice or mannerisms; people sense more is going on than what meets the eye;
- opinions expressed as facts;
- "plops" - statements receiving no acknowledgment or response;
- bullying statements: "What you don't understand is ..." ;
- discounted statements: "That's not important. What's worse is ..."

D. General Team Behaviors that are Beneficial

Ideally team members should initiate discussions; seek information and opinions; suggest procedures for reaching a goal; clarify or elaborate on ideas; summarize; test for consensus.
Ideally the team should act as gate-keepers by directing conversational traffic; avoiding simultaneous conversations; throttling dominant talkers; making room for reserved talkers; keeping the discussion from digressing.
Ideally the team will compromise and be creative in resolving differences; try to ease tension in the group and work through difficult matters; express the group's feeling and ask others to check that impression; get the group to agree on standards ("Do we all agree to discuss this for 15 minutes and no more?")
Ideally the team will refer to documentation and data; praise and correct others with equal fairness; accept both praise and complaints.

These behaviors indicate problems in the group:

- failure to use discussion skills;
- reliance on one person (the leader) to manage the discussion; no shared responsibility;
- people repeating points, unsure whether anyone heard them the first time;
- discussions that are stuck wheel-spinning; inability to let go of one topic and move onto next;
- discussions in the hallway after the meeting are more free and more candid than those during the meeting.

E. Well-defined decision procedures

The team must have a plan as to how it makes decisions.

Ideally the team should discuss how decisions will be made, such as when to take a poll, when to decide by consensus.
Ideally the team should explore important issues by polling (verbally or in writing).
Ideally the team should decide important issues by consensus, having first tested for consensus ("This seems to be our agreement. Is there anyone who feels unsure about the choice?")
Ideally the team should use data as the basis of decisions.

These behaviors indicate a lack of well-defined decision procedures:

- conceding to opinions presented as facts with no supporting data;
- decisions by one or two people in the group, without team members agreeing to defer to their expertise;
- decision by a minority;
- too-frequent recourse to "majority rules" or other easy approaches that by-pass strong disagreement;
- decision by default; people do not respond to a statement (the "plop"); silence interpreted as consent.

F. Balanced participation

Ideally the teams should have reasonably balanced participation with all members contributing to most discussions; build on members' natural styles of participation.

These behaviors indicate a lack of balanced participation:

- some team members have too much influence; others, too little;
- participation depends on the subject being discussed, i.e. only those most knowledgeable are actively involved; others don't even ask questions;
- some members speak only about a certain topic ("hot buttons" - participation only when the subject touches, for example, money or training.)

G. Established ground rules

Ideally the team should have open discussions regarding ground rules; what behaviors are acceptable and unacceptable.
Ideally the group should openly state or acknowledge norms ("We all agreed to decide the issue this way.")

These behaviors indicate a lack of established ground rules:

- certain important subjects are avoided, are considered taboo; conversations occur which are irrelevant to the task and harmful to the group;
- no one acknowledges the norms; everyone acts as they think the group wants them to act; no one is able to say exactly what ground rules the team follows (e.g. no one cracks jokes even though it was never stated that jokes would be out of place);
- recurring differences about what is or is not acceptable behavior;
- behavior showing repeated disregard for starting and ending times;
- conflict over assumed norms or conflicting expectations.

H. Awareness of the group process

Ideally team members should be sensitive to non-verbal communication (e.g. that silence might indicate disagreement, or that physical signs of agitation might indicate someone's discomfort with a discussion.)
Ideally team members should see, hear, and feel the group dynamics.
Ideally team members should comment and intervene to correct a group process problem.
Ideally team should contribute equally to group process and meeting content; should choose to work on group process issues.

These behaviors indicate a lack of awareness of the group process:

- lack of reference to undercurrent issues, particularly when the group is having difficulty;
- pushing ahead on the task when there are nonverbal signs of resistance, confusion, disappointment;
- inattention to obvious nonverbal clues and shifts in the group mood;
- members attributing motives to non-verbal behavior, without checking

them out ("You've been quiet during the last 30 minutes. You must not be interested in what's being said.");
- remarks discouraging another's behavior or contribution or group process issues ("Let's get on with the task and stop talking about that stuff.")

I. Use of the scientific approach

Ideally the team should demand to see data before making decisions and question anyone trying to act on hunches alone.
Ideally the team should use basic statistical tools to investigate problems and to gather and analyze data.
Ideally the team should dig for root causes of problems.
Ideally the team should seek permanent solutions rather than rely on quick fixes.

These behaviors indicate that the scientific approach is not being used:

- team members insist they don't need data because their intelligence and experience are enough to tell them what the problems and solution are;
- stabs at supposed solutions, jumping to conclusions, too many inferences and assumptions; shooting from the hip;
- hasty action; a "ready, fire, aim" approach.

# Module 2 - Group Problems

**Objectives**

1. Introduce the concept of effectively giving and receiving feedback.

2. Introduce some general guidelines for working out group problems effectively.

**Procedures**

1. As group, participants will discuss rules for giving and receiving feedback.

2. Individuals will furnish examples from their own workplaces to support the discussion.

3. As group, participants will discuss guidelines for working out group problems effectively.

4. Individuals will furnish examples from their own work places to support the discussion.

# Module 2 - Constructive Feedback and Group Problems

**Constructive Feedback**

Acknowledge the need for feedback: Giving and receiving feedback is vital to any organization with a commitment to improving itself because during feedback, issues are raised. Make an agreement that giving and receiving feedback is normal in the organization, so that no one is surprised or insulted if they receive negative feedback.

Give both positive and negative feedback: It's very easy to forget to tell someone when they've done something well.

Understand the context: Before giving feedback, review the actions and decision that led to present behavior.

Know how to give feedback.

> **How the feedback will work:**
> When you (do this), I feel (this way), because of (of such and such). What I would like you to consider is (doing X), because I think it will accomplish (Y). What do you think?
>
> **Example:** "When you are late for meetings, I get angry because I think it is wasting the time of all the other team members and we are never able to get through our agenda items. I would like you to finding ways of planning your schedule so that you get to these meetings on time. That way we can be more productive at the meetings and we can all keep to our tight schedules."

**AN EASY-TO-REMEMBER GUIDE FOR CONSTRUCTIVE FEEDBACK**

| | Sequence | Explanation |
|---|---|---|
| 1. | "When you..." | Start with a "When you..." statement that describes the behavior without judgment, exaggeration, labeling, attribution, or motives. Just state the facts as specifically as possible. |

| | | |
|---|---|---|
| 2. | "I feel..." | Tell how their behavior affects you. If you need more than a word or two to describe the feeling, it's probably a variation of joy, sorrow, anger, or fear. |
| 3. | "Because I..." | Now say why you are affected that way. Describe the connection between the facts you observed and the feelings they provoke in you. |
| 4. | Pause for discussion | Let the other person respond. |
| 5. | "I would like..." | Describe the change you want the other person to consider... |
| 6. | "Because..." | ...and why you think the change will alleviate the problem. |
| 7. | "What do you think?" | Listen to the other person's response. Be prepared to discuss options and compromise on a solution. |

**Negative Feedback**

Know when to give feedback and when not to. Do not give feedback when

- You don't know much about the circumstances of the behavior.
- You don't care about the person or will not be around long enough to follow up on the aftermath of feedback. Hit and run feedback is not fair.
- The feedback is about something the person has no power to change.
- The other person seems to have little self-esteem.
- You lack self-esteem.
- Your purpose is not really improvement, but rather putting someone on the spot or demonstrating how smart or responsible you are.
- The time, place, or circumstances are inappropriate (e.g. presence of outsider).

Don't use labels: Words such as "immature," "unprofessional," irresponsible," "prejudiced" are labels we all attach to set behaviors rather describing the behavior and drop the labels. It is better to say something like "You missed the deadline of Feb. 1, which we all agreed to meet" rather than "You're irresponsible. What are you going to do about it?"

Don't exaggerate: Be exact and specific; don't use words such as "never," "always," or etc.

Don't be judgmental: Words such as "good," "better," "bad," "worst," and "should" are parental and make people feel like children.

Speak for yourself - not a whole group; encourage others to speak for themselves. Talk first about yourself, not the other person. Use a statement with the word "I" as the subject, not the word "you."

"YOU" Statement: "You are frequently late for meetings."
"You are prompt for meetings."
"I" Statement: "I feel annoyed when you are late for meetings."
"I appreciate your coming to meetings on time."

Share the issue as a statement, not a question. Questions can be controlling and manipulative if they imply that you, the responder, are expected to adjust your behavior to accommodate me, the questioner.

"When are you going to stop being late for meetings?" contrasted with "I feel annoyed when you are late for meetings."

The "I" statement implies we have an issue to resolve together.

Restrict your feedback to things you know for certain.

Help people hear and accept your compliments when giving positive feedback.

Know how to receive feedback. Since many people do not know how to give feedback constructively, you need to

- Breathe - take a few deep breaths to relax your body and help your brain maintain alertness.
- Listen carefully - don't interrupt or discourage the feedback given.
- Ask questions for clarity, including specific examples.
- Acknowledge varied points - agree with what is true about specific behavior, not labels.
- Take time to sort out what you heard. Request a specific appointment to get back to the person who has criticized you, in order to discuss the criticism after you feel more calm about it.

**Working Through More Group Problems**

General Guidelines

Anticipate and prevent group problems whenever possible; follow rules of getting to know each other, discussing norms for group behavior, agreeing to an improvement plan.

Think of each problem as a group problem; look at each problem in light of what the group does to encourage or allow the behavior and how the group can encourage more constructive behavior.

Neither over-react nor under-react; team leader should respond appropriately to seriousness of problem.

- Do nothing (non-intervention) - ignore behavior if it is not chronic or doesn't inhibit the group; or let other group members intervene.
- Off-line conversation (minimal intervention) - talk to disruptive members outside the group meeting; ask them what would increase their satisfaction with the group.
- Impersonal group time (low intervention) - talk about general group process; don't refer to specific offenders, e.g. "Every time we talk about X, we get side-tracked."
- Off-line confrontation (medium intervention) - similar to off-line conversation, but the leader is more assertive; use when other attempts have failed, especially when the disruptive behavior continues even when the group has tried to change; sometimes this confrontation may lead to an informal "contract."
- In-group confrontation (high intervention) - used after other approaches have failed; dealing with the offending behavior in front of the group can be effective or disastrous; disrupts the group's other business; exposes individual's behavior to open criticism in the group. Leader must prepare carefully for this intervention; how to word the confrontation, what reactions to anticipate, how to avoid defensiveness or hostility.
The purpose of this high intervention is to change the offensive behavior, not to punish the offending member.
- Expulsion from the group (**don't use!**) - Costs of expulsion are ill will, creating an adversary, creating an unfavorable impression of the group among others in the organization. Better to deal with highly disruptive behavior by talking privately with the offending team member, pointing out how disruption is inconsistent with commitment to helping the team succeed.

# 10 Common Problems and What to do About Them.

1. Floundering

Teams sometimes have problems starting and ending a project or even transitioning in different project stages; beginning problems suggest that team is unclear or overwhelmed by tasks or that group members are not yet comfortable to engage in real discussion or decision-making. Floundering in decision-making may indicate that the group's work is not really the product of consensus, but that some people are reluctant to say they don't support the group's conclusions. Floundering in between phases of a project indicates the absence of a clear plan. Floundering at the end of a project indicates that the team members have developed a bond and are reluctant to separate.

A team leader can deal with floundering by:

- getting the group to look critically at how the project is being run;
- reviewing the mission statement or improvement plan, asking what is holding the group back;
- asking about unfinished business; polling everyone about what they think is needed to move to the next step.

2. Overbearing participants

The pressure of an authority or an expert is detrimental when the person:

- discourages or forbids discussion encroaching on his/her authority or expertise. ("You need not get involved in those technicalities. We are taking care of that. Let's move on to something else.")
- signals the "untouchability" of an area by using technical jargon or referring to present specifications, standards, regulations, or policies as the ultimate determinants of future actions.
- regularly discounts any proposed activity by declaring that it won't work or citing instances when tried unsuccessfully here or in the past. Members understand that their suggestions will be seen as trite or naive.

Team leaders can deal with overbearing participants by:

- reinforcing the agreement that no area is sacred; team members have the right to explore any area pertaining to the project.
- getting the authority to agree (before the project starts, if possible) that it is important for the group to make its own way, for all members to understand the process and operation. The expert may occasionally be asked to instruct the group, to share knowledge or a broader

perspective.
• talking to the authority privately and asking for cooperation and patience.
• enforcing the primary data and scientific approach ("In God we trust. All others must have data.")

3. Dominating Participants

Some members talk too much, telling overlong anecdotes, not allowing typically appropriate periods of silence. A team leader can deal with dominating participants by:

• structuring discussion on key issues to encourage equal participation (such as written sharing of thoughts around the table).
• listing "balance of participation" as a general concern to critique during the meeting evaluation.
• practicing gate-keeping: "We've heard from you on this, Joe. I'd like to hear what the others have to say."
• getting the team to agree on the need for limits and focus in discussions and the value of balanced participation.

4. Reluctant participants

Some participants don't speak, say they are participating solely by listening; it's important to realize different personality styles, but leaders should build activities that encourage introverts to participate and extroverts to listen. Team leaders can deal with reluctant participants by:

• structuring participation the same way as for dominating participants.
• dividing the project task into individual assignments and reports.
• acting as gatekeepers by asking, "Does anyone else have ideas about this?" If team leader knows people well, he/she might ask directly, "Sam, what is your experience in this area?"

5. Unquestioned acceptance of opinions as facts

Many team members are reluctant to question self-assured statements from other members, not wanting to be wrong or impolite and thereby embarrass themselves in front of the team. A team leader can deal with unquestioned acceptance of opinions as facts by asking:

• "Is what you said an opinion or a fact? Do you have data?"

• "How do you know that is true?"
• "Let's accept what you say as possible. Let's also get some data to test it."
• Also by having group agree on importance of trusting scientific approach.

6. Rush to accomplishment

Some team members are impatient and pressure people to act quickly before the team considers different options; they can lead the group in a series of random, unsystematic efforts to make improvements. A team leader can deal with a rush to accomplishment by:

• reminding team members of their prior agreement that the scientific approach will not be compromised or circumvented.
• making sure the leader himself or herself is not among those exerting the pressure.
• confronting the rusher, using the techniques of constructive feedback, having specific examples of effect of rushing on the team.

7. Attribution

Sometimes we tend to attribute motives to people when we disagree with or don't understand their opinion or behavior; through attribution, we try to bring order and meaning into disorder and confusion. Attribution can lead to hostility when aimed at another team member ("What you don't understand is..." "He's just trying to take the easy way out.") Attribution can lead to misguided efforts. A team leader can deal with attributions by:

• reconfirming prior agreements on importance of the scientific approach.
• not letting it go by without checking it out. ("Jim, I heard Sally describe your approach as catering to the other side! How would you describe it?")
• Asking questions such as, "That may well explain why they behave as they do. How do we know this is true? What has anyone seen or heard which indicates this? Can we confirm that with data?"

8. Discounts and "Plops"

We feel discounted when someone ignores or ridicules our basic values; discounting can cause hostility in a team. "Plops" occur when someone's statement is ignored, or the team picks up on a totally irrelevant statement. A team leader can deal with discounts and plops by:

- including training in active listening.
- supporting the discounted person. "Nancy, it sounds as though that is important to you and we are not giving it enough consideration." "I think what Jerry said is worthwhile and we should spend time on it before moving on." "Bill, before we move on, is there some part of what you said that you would like the group to discuss?"
- talking privately to anyone who frequently discounts, puts down or ignores previous speakers' statements; using constructive feedback techniques.

9. Wanderlust

When digression and tangents, or wide-ranging, unfocused conversations appear, the meeting facilitator is responsible for bringing the conversation back to the meeting agenda. A team leader can deal with wanderlust by:

- using a written agenda with time estimates for each item, referring to the topic and time when the discussion strays too far.
- writing topic or items on a flipchart and posting the pages on the wall where all members can refer to them throughout the discussion.
- directing the conversation back on track: "We've strayed from the topic, which was ___. The last few comments before this discussion were about ___."
- saying "We've had trouble sticking to this point. Is there something about it that makes the topic easy to avoid?"

10. Feuding Team Members

Sometimes feuds pre-date team's formation. A team leader can deal with feuding members by:

- getting adversaries to discuss the issues outside the group if animosity appears during a meeting; offering to facilitate the discussion.
- pushing them to agree to certain ground rules for managing their differences without disrupting the group.

# Modules 3 & 4
# Divergent Thinking and Problem Solving

**Objectives**

1. Introduce the concept of divergent thinking.
2. Discuss brainstorming as a divergent thinking technique.
3. Introduce the concept of convergent thinking.
4. Discuss the three main phases of problem solving.
5. Discuss in more detail the 10-step model of group problem solving.

**Procedures:**

1. As class, participants will discuss divergent thinking, particularly the concept of brainstorming.
2. As class, participants will discuss the concept of convergent thinking.
3. As class, participants will discuss 10-step problem solving model, involving problem definition, fact finding, cause identification, cause and effect diagramming, why-why diagramming, Pareto analysis, force field diagramming and others.

# Divergent and Convergent Thinking

## Divergent Thinking

This is an uninhibited process for generating as many creative ideas as possible. To maximize full creative potential of team, each person should:

- have the positive expectation that the problem can be solved;
- question accepted assumptions;
- purge him/herself of fixed ideas and generate alternatives;
- search for new perspective; adopt a risk-taking attitude;
- listen to his/her hunches or intuitions;
- listen and respond positively to his/her ideas and those of others;
- entertain what seems far fetched, unusual, or unthinkable;
- entertain tentative, half-formed possibilities; not insist on immediate clarity;
- keep track of his/her ideas at all times; record them on the spot;
- be alert for the moment of "I've got it!"
- exhaust all alternatives before applying judgement or reaching conclusions;
- enjoy the creative process; laugh easily; have fun.

## Brainstorming Technique

A. Uses divergent thinking; designed to let the creative mind run free without fear of criticism; the primary focus is on the quantity of ideas.

B. Allows for incubation time, either breaking up the brainstorming into two parts or by giving advance notification of the brainstorming in the agenda of an upcoming team meeting.

C. Can be structured - (every member gives an idea in rotation) or unstructured (any member gives an idea that comes to mind).

- Structured prevents domination by the most vocal members.
- Unstructured - more relaxed, but can lead to domination by more vocal members; makes it easier for members to hitchhike off other members' ideas.

Rules of brainstorming

1. Clearly write the question or purpose (for the brainstorming) on a flipchart for all to see. Make sure everyone understands purpose before starting.
2. Minimize barriers to creativity.
3. Provide some minutes of silence for members to think about the questions; write down a few ideas that come to mind.
4. Decide on method (structured or unstructured) of brainstorming; often started in a structured way and then unstructured when most people are out of ideas.
5. State ideas briefly and specifically.
6. Write one idea at a time exactly as member states. Don't interpret.
7. Build (hitchhike) on the ideas of others and try to come up with more new unrelated ideas.
8. Don't discuss, question or criticize others' ideas; just record them. Discussion occurs after brainstorming.

**Convergent Thinking**

Each member accepting and supporting the team's decisions on the basis of logic and feasibility; consensus; a single person can block the team if necessary. Guidelines for convergent thinking:

- Differences of opinion are natural and positive: disagreements can help the team reach a better decision because of a wide range of information and opinions.
- Avoid arguing for your own position; present your opinion forcefully and logically, but listen to the viewpoints and reactions of others before pressing your point.
- Don't accept that someone must win and someone must lose; look for the next most acceptable alternative (compromise).
- Avoid the use of conflict reducing techniques such as coin flips or majority vote; if someone "gives in," don't hint at future payback.
- Don't change your mind just to avoid conflict; yield to objective and factually based position.
- Be suspicious of too easily reached agreement; team may not really be taking action it wants to.

**The Process of Problem Solving**

Three Phases

1. Problem Definition - problem finding, fact finding, specific problem statement. Purpose is to develop one specific problem statement.

   • a beginning definition of the problem;
   • relevant facts about the problem area;
   • a clear problem statement.

2. Cause Finding - cause identification, data collection and analysis, Pareto analysis. Purpose is to identify and verify the problem's root causes.

   • Display all the potential causes of the problem on a Cause and Effect and/or Why - Why diagram; analyze interrelationships; converge, by consensus, on the most probable root causes.
   • Generate raw data and information on the probable root causes.
   • Summarize, organize, and analyze raw data to verify the vital few root causes.

3. Solution - solution/idea finding, force field analysis, implementation plan, management presentation. The purpose of this phase is to come to consensus on the best solution and to gain management's approval to implement the solution.
   • Generate all the potential solutions to eliminate the root causes; converge on the best ones; display specific actions on a How-How diagram.
   • Display the positive and negative effects of the solution on a Force Field diagram.
   • Develop an implementation plan.

**It is important to note that this process is designed for complex problems only; in using this process, it may not be necessary to apply all the steps and diagrams. Common sense should prevail.**

# 10 Steps to Creative Problem Solving

1. Problem Finding

Objective: begin to define the problem to be solved. State problem as clearly as possible. Brainstorm list of statements to clarify or break down the problem (divergent thinking). Use convergent thinking to list the 3-5 most important statements, finally 1-2 problem statements.

Use agreed upon set of problem selection criteria such as:

- interest (level of team's enthusiasm)
- knowledge (ability to analyze courses)
- importance (impact of team's decision)
- complexity (number of parts to problem)
- solvability (ability to implement change)
- measurability (ability to measure success)

2. Fact Finding

Include both positive and negative facts about the current situation. Generate a list of questions like who, what, when, where, how often, and how many to gather related, specific and solid facts; hopefully, these specifics will help to narrow the general problem area into a specific problem statement. Ask "whose problem is it?"; team must say "ours," have ownership of problem. Ask "where does this problem occur?"; hopefully, a beginning investigation place will surface. Ask "when does this problem occur?" Ask "what's included in the problem?"

Obtain relevant facts from:

- what we know; brainstorm to find out.
- what others know; interview.
- what data is available; use charts and diagrams to show data clearly.
- what data is to be gathered; use data collection techniques.

3. Specific Problem Statement

Objective: develop the wording of a clear statement of the problem to be solved. A problem is identified as a situation in which an expected level of performance or a norm is not being achieved and the causes are unknown.

Ask the following questions to evaluate a problem statement:

- is the problem stated in terms of impact?
- is the problem within the knowledge, experience, and control of the team?
- does it use specific language concerning the problem -- what? how much? when? where? -- that will be clear to others?
- does it avoid fuzzy or abstract words, such as "poor" or "inadequate"?
- does it avoid being led to only one cause?

Tips for developing problem statements:

- State the problem in terms of the observed deviation from the standard, the ought or should.
- Do not use "lack of" statements since they provide instant solutions.
- Do not state problems in broad terms such as "training" or "communication."
- Do not state a problem as a question.

4. Cause Identification

Objective is to generate all the potential causes of the problem statement and converge on the most probable root causes of the problem. Rewording the problem statement into an open-ended statement by adding "because" is helpful in coming up with cause idea.

Cause and Effect diagram is composed of lines and symbols designed to represent the relationship between some "effect" and all the possible "causes" influencing it.

Why - Why diagram is composed of lines (branches) designed to represent the relationship between an "effect" and all the possible reasons "why" the effect exist; can be used to gain greater understanding of the root causes identified in the Cause and Effect diagram.

The Why - Why diagram is a graphic technique for:

- triggering ideas;
- recording brainstormed ideas;
- illustrating chains of causes;
- exposing gaps in existing knowledge;
- helping identify the most likely root causes.

5. Data Collection and Analysis

Objective of this step is to generate information on the potential root causes identified in Step 4. Although for some problems "what we know" or "what others know" is powerful enough, we need facts for credibility. To do so, we need to gather, analyze, and understand data and communicate the resulting information to others.
Data must be:

- appropriate - usefully related to an identified need;
- available - accessible when and where needed;
- adequate - sufficient for needs, but not too much.

Data should be gathered in a systematic manner:

- Sampling - must be representative;
- Data gathering tools - used to check lists, to check what is being observed, what the time frame is.
- Employing a clear and easy to use form.

6. Pareto Analysis

Objective of this step is to summarize, organize and analyze raw data from Step 5 to identify and verify the vital few root causes of the problem.
Pareto diagrams are special forms of vertical bar charts used to prioritize causes; based on the Pareto Principle, which states that a few causes account for most of the problems while many other causes are relatively unimportant. Known as the 80/20 rule.

7. Solution Finding

Objective is to generate as many ideas as possible on "how" to eliminate the root causes and to converge on the best solution. This step uses divergent and convergent thinking. Several additional specific actions are identified by developing a How-How diagram.

The How-How diagram is a graphic technique for:

- triggering ideas;
- recording brainstormed ideas;
- illustrating chains of actions;
- exposing gaps in existing knowledge;
- helping identify the best specific actions on how to eliminate root causes.

8. Force Field Analysis

Objective of this step is to illustrate the relative pros and cons of a proposed solution on a Force Field diagram and develop strategies for implementation of the solution. Force field analysis employs divergent and convergent thinking; used to generate all the positive divergent forces for change and the negative restraining forces against change. The positives should far outweigh the negatives. If not, the solution must be amended.

Force Field Diagram is a graphic technique for:

- triggering ideas;
- recording brainstormed ideas;
- illustrating strengths of positive and negative forces;
- exposing need to amend solution as necessary;
- analyzing forces to develop implementation strategies.

9. Implementation Plan

Objective of this step is to develop the specific actions for effective implementation of the solution, including actions necessary for maximizing the driving forces and minimizing the restraining force. The plan should have actions that can be taken over the next few weeks and months, with short-term implementation goals and ways to measure the actual results achieved. Where possible, a trial run of the solution should be conducted. Results of the trial should be reviewed and the solution modified as required.

Tips for developing implementation plan:

1. Review statement of problem and modify proposed solution statements as necessary.
2. Use divergent and convergent thinking to generate a manageable list of specific actions required to be taken by your team or others to implement solution. Consider use of "How-How" diagram to arrange the sequence of actions.
3. Identify the person(s) responsible for each action.
4. Specify dates for completion of each action.
5. Develop a list of resources required, the source of each, and who must approve their allocation.
6. Specify review dates and who should review.
7. Generate ways to measure the degree of success achieved, estimating the current levels of those measures and setting short and long-term improvement goals.

10. Management Presentation

Objective of this step is to obtain approval to proceed with the implementation, to bring closure to the process, and to gain recognition from management.

Three phases of a management presentation:

1. Preparation
   - Have all materials needed;
   - Use comfortable room;
   - Set convenient time.

2. Rehearsal
   - Go through entire presentation in advance, either silently or out loud.

3. Presentation
   - Plan words or drawings in advance for flip chart;
   - Write only single ideas in short phrases;
   - Print;
   - Use numbers to enumerate points;
   - Do not stand in front of chart while talking;
   - Talk to the participants, not the flip chart;
   - Add visual interest to words with symbols, arrows, etc.
   - Use colored marking pens or chalks if possible;
   - Erase past material or flip to next blank page.

# Module 5 - Decision Making

**Objectives**

1. Introduce some concepts of group decision-making.

2. Have participants demonstrate the use of these decision making methods in various work place situations.

**Procedures**

1. As a class, discuss some techniques of making group decisions.

2. Individually and in small groups, students will generate some situations in which to use various methods of decision making.

# Multi-Voting Technique

This technique of convergent thinking quickly reduces large numbers of brainstormed items or ideas (30 or more) to about 5. The procedure for multi-voting is as follows:

- Have members scan the lists for clarity.

- Ask team if any ideas need clarification. If so, process one question at a time. Any member can try to clarify the idea. The originator of the idea is not solely responsible for clarifying it.

- Discuss proposals for changes, one at a time.

- Before making any changes (editing or combining ideas), get team approval by asking if there are any objections. If a member vetoes the change, seek a compromise.

- Combine ideas with similar meaning to avoid split votes.

- Indicate that final judgement will be expressed by voting so prolonged arguments are unnecessary.

- Allow a few minutes for members to lobby for favorite ideas.

- First vote - each member votes privately on the same number of items, between a quarter and a half of the items, as determined by consensus, by listing the item numbers on the card provided. The cards are collected, shuffled, and the votes are tallied directly on the flip chart. The items receiving more votes than the others are circled and remain for the second round of voting.

- Second and subsequent votes - each member gets a number of votes equal to one-half the number of remaining items. Again, the votes are cast privately on cards; the cards are collected, shuffled, and the votes are tallied as in the first round. The items receiving more votes than the others are circled and remain for the next round of voting.

- Continue the process until the list is reduced to 3-5 items.

# Nonverbal Group Technique

This divergent - convergent thinking technique is used to generate ideas, to vote on them independently and anonymously. After the ideas are listed and the votes tallied, then each will be discussed and clarified. The procedure is as follows:

- Silent generation of ideas in writing (5-10 minutes).
- Exact listing of all ideas on flip-chart (5-10 minutes).
- Clarification, editing, combining, and lobbying for ideas (30-40 minutes); similar ideas are merged; new ideas are added; group usually converges ideas to 15 statements.
- Individual voting and ranking of ideas (5-10 minutes).
- Displayed discussion of ranking (15-20 minutes).

The advantage of this technique is the increased attention to each idea and increased opportunity for each individual to contribute his or her ideas without fear of criticism from the group.

# Module 6 - Effective Meetings

**Objectives**

1. Introduce concepts of effective and ineffective meetings.

2. Discuss ground rules for conducting effective meetings.

3. Discuss how to handle difficulties with those who attend the meeting.

**Procedures**

1. Participants will discuss elements of successful meetings.

2. Participants will discuss methods of dealing with different people who cause problems in the meetings.

3. Participants will furnish examples from their own work places of effective and ineffective meetings.

# GUIDE TO EFFECTIVE MEETINGS

## I. Use agendas

Each meeting must have an agenda, preferably drafted at the previous meeting and developed prior to the actual meeting. The agenda should be sent to participants in advance, if possible. It should include the following information:

1. The agenda topics (including perhaps a sentence or two that defines each item and why it is being discussed).
2. The presenters (usually the person who originated the item or the person most knowledgeable about it).
3. A time guideline (the estimated time in minutes needed to discuss each item).
4. The item type (does it require action or is it an announcement?).

Agendas usually include the following:
1. Warm-ups, introductions or ice-breakers.
2. A quick review of the agenda.
3. Breaks for longer meetings. (For a meeting 2 hours or longer, have at least one 10 to 15 minute break.)
4. Meeting evaluation.

## II. Have a facilitator

The responsibilities of the facilitator include keeping the discussion focused on the topic and moving along; intervening if the discussion fragments into multiple conversations; tactfully preventing anyone from dominating or being overlooked; bringing discussions to a close; notifying the group when time is about to expire (for a given agenda item).

If a member talks too much, the facilitator
- interrupts tactfully with a question or summarizing statement.
- gives the talker an assignment, such as the scribe.
- at a pause, rephrases one of his/her statements; then, moves on.
- ignores some of his/her comments; then moves on.

If a member doesn't participate, the facilitator
- makes eye contact with this person when he/she is asking a question.
- involves the member in group work, and asks him/her to report.
- phrases a question to stimulate this person's participation.

- asks the member a direct question.

If members have side conversations, the facilitator

- stops talking and waits for the conversation to end.
- stands behind the members who are talking.
- gives one of the talkers an assignment, such as the scribe.
- asks if everyone can hear what is being said.
- asks a direct question of one of the talkers.

If a member obstinately disagrees, the facilitator

- has this member summarize the position he/she disagrees with.
- changes the subject, for example, "We seem to be stuck between two alternatives. Can we move to the next point and return to this issue later?"
- asks the member to make positive recommendations.
- talks with the member outside the meeting.

If a member rambles on, the facilitator

- asks this member a direct question about the discussion point.
- finds a natural break; asks the group a question about point.
- confirms an understanding of rambler's idea, if useful.
- restates the urgency of the objectives and the time constraints. For example, "That's an interesting idea. Can you hold it until the break? We have to cover two more points before then."

If a member dominates, the facilitator

- shifts the discussion from this member by asking someone else a question, for example, "Let's get several opinions on this. Mary, what do you think about...?"
- credits the member's knowledge and contribution, for example, "Thanks Ted; we're lucky to have your expertise," then moves on.
- intervenes in any personal attacks by paraphrasing the statement.

If a member chronically objects or is abusive, the facilitator

- encourages this member to speak only when the facilitator thinks the member's views match the team's.
- restates this member's comments to make them more acceptable. For example, "If I understand your point, George, we have to make sure that..."
- asks the member to make a positive recommendation.

If a member is hostile toward a leader, the facilitator

- encourages the team to answer the member. For example, "Mary has expressed her frustration about the time we're taking. How do other members feel about this?"
- discusses the problem with the person outside the meeting.
- The facilitator does NOT allow him/herself to get into an argument.

If team is slow and passive (no participation), the facilitator

- uses small group work to stimulate participation. For example, "Let's have two subgroups, each working on an alternative."
- identifies the team's present level of understanding and builds on it, asking provocative questions members can answer.
- uses team techniques to analyze the lack of participation.
- displays enthusiasm.

If the team strays too far from topic, the facilitator

- asks the team if the discussion is helping it reach its objectives.
- introduces material more closely related to the central idea. For example, "How can we use the points we have been covering to address the problem as we have written it?"
- reminds the team that it is not following the agenda.

Facilitator or leader should be neutral if possible, acknowledging responses with neutral words, tone of voice, facial expression. Doing so fosters openness and trust in the group and allows the team members to express themselves so that the team's creativity and effectiveness will not diminish. Examples of neutral responses include:

"John has made a point."
"That's interesting."
"That's a possibility."
"Could be."

Facilitator uses four basic techniques for acknowledging members' responses in a neutral way:

1. Explore - Ask questions like who, what, where, when, and why to help members explore several sides of a problem. For example, "What are some other causes?"
2. Restate - all or part of the member's last sentence or the basic idea of his/her statement to show you are listening and understand what he/she is saying. For example, "If I understand, your idea is to..."
3. Reflect - reflect the feeling the member has expressed to show you

understand how the member feels about what he/she is saying. For example, "You feel that...."

4. Summarize - state the ideas or feelings to serve as a check for further discussion. For example, "The key ideas are..."

**III. Ground rules to conducting effective meetings**

Physical awareness

- Ensure comfortable lighting, ventilation, and temperature.
- Ensure available supplies (chart, tape, markers, etc.) are available.
- Use a round table, if possible, so that participants can see each other easily.
- Have the leader change chairs each meeting to avoid creating a center of power.
- Use comfortable chairs, but not too comfortable.

Take minutes

- Have a scribe record key subjects and main points raised, decisions made (including who has agreed to what by when), and items that the group has agreed to raise again later in the meeting. Rotate this duty.
- Circulate agenda for next meeting.

Evaluate the meeting

- Include what decisions might improve the meeting for next time.
- Any feedback helpful to facilitator.

Additional ground rules

- Have high, positive expectations of the group.
- Focus on the agenda and goals of the meeting.
- Manage time well.
- Make sure everyone has the opportunity to participate.
- Make sure everyone respects each other, asks questions, and listens to each other's ideas.
- Do not allow side conversations. Make sure everyone respects each other and that only one person speaks at a time.
- Have each person speak from his/her own experience.
- Record each idea as it is generated on a flip chart.
- Have the "scribe" and "time keeper" tasks shared.

# Modules 7 & 8
# Myers Briggs Type Indicator

**Objectives**

1. Introduce Myers Briggs Type Indicator to participants.

2. Have participants apply what they have learned from the MBTI to their own communication and decision-making styles and to those with whom they work on teams.

**Procedures**

1. Prior to class, participants will take Myers Briggs Type Indicator instrument and instructor will score. Only certified MBTI practitioners are authorized to administer, score and interpret the MBTI.

2. As class, participants will discuss different dimensions of the instrument.

3. Using pages following, participants will become more familiar with the MBTI.

4. Instructor will return individuals' MBTI and discuss implications.

5. As class, students will discuss implications for using the MBTI to facilitate communication on their teams at work and to increase production.

# Benefits of the MBTI® to the Organization

The MBTI

- offers a logical model of consistent human behavior
- reduces interpersonal and intraorganizational conflict
- emphasizes the value of diversity
- identifies strengths and blind spots of organizational units
- is useful at various organizational levels
- is easy to administer and score
- builds understanding of organizational norms and culture
- helps clarify the fit between a person and a job
- is valid and reliable
- provides flexibility in its use
- is inexpensive
- is guided by ethical principles
- builds an objective framework for examining conflict
- can be applied in a variety of areas, such as management training, team building, career development, time management, creative problem solving, and training trainers

# Benefits of the MBTI® to the Individual

The MBTI

- provides a straight-forward and affirmative path to self understanding
- offers a logical model of consistent human behavior
- emphasizes the value of diversity
- clarifies the fit between a person and a job
- builds an objective framework for examining emotional issues
- provides a way to improve communication patterns
- helps identify sources of conflict
- aids people in valuing their unique contributions
- can be useful in self-management and interpersonal skill areas
- helps restore vitality and reduce stress
- improves motivation and commitment
- provides a dynamic theory on which one can build personal strategies

## Preference Scales

**Extraversion** . . . . . **Introversion**

**Sensing** . . . . . **Intuition**

**Thinking** . . . . . **Feeling**

**Judgment** . . . . . **Perception**

# Comparison of Extraversion and Introversion

| Extraversion | Introversion |
|---|---|
| **⇐ Energy ⇒** | |
| Directed outward toward people and things | Directed inward toward concepts and ideas |
| **⇐ Focus ⇒** | |
| Change the world<br>Relaxed and confident<br>Understandable and accessible | Understand the world<br>Reserved and questioning<br>Subtle and impenetrable |
| **⇐ Orientation ⇒** | |
| Afterthinkers | Forethinkers |
| **⇐ Work environment ⇒** | |
| Seeks variety and action<br>Wants to be with others<br>Prefers interests that have breadth | Seeks quiet for concentration<br>Wants time to be alone<br>Prefers interests that have depth |

# Comparison of Sensing and Intuition

| Sensing | Intuition |
|---|---|
| **Mode of Perception** | |
| Five senses (reliance on experience and actual data) | "Sixth sense" (reliance on possibilities and inspiration) |
| **Focus** | |
| Practicality<br>Reality<br>Present enjoyment | Innovation<br>Expectation<br>Future achievement |
| **Orientation** | |
| Live life as it is | Change, rearrange life |
| **Work environment** | |
| Prefers using learned skills<br>Pays attention to details<br>Makes few factual errors | Prefers adding new skills<br>Looks at the "big picture"<br>Identifies complex patterns |

# Comparison of Thinking and Feeling

| Thinking | Feeling |
|---|---|
| **Mode of Decision Making** | |
| Decisions based on the logic of the situation | Decisions based on human values and needs |
| **Focus** | |
| Things<br>Truth<br>Principles | People<br>Tact<br>Harmony |
| **Orientation** | |
| Solves problems | Supports others |
| **Work environment** | |
| Is brief and businesslike<br>Acts impersonally<br>Treats others fairly | Is naturally friendly<br>Acts personally<br>Treats others uniquely |

# Comparison of Judgment and Perception

| Judgment | Perception |
|---|---|
| **Lifestyle** | |
| Planful | Spontaneous |
| **Focus** | |
| Decisive | Curious |
| Self-regimented | Flexible |
| Purposeful | Adaptable |
| **Orientation** | |
| Exacting | Tolerant |
| **Work environment** | |
| Focuses on completing tasks | Focuses on starting tasks |
| Makes decisions quickly | Postpones decisions |
| Wants only the essentials of the job | Wants to find out about the job |

# Effects of Each Preference in Work Situations

| Thinking Types | Feeling Types |
|---|---|
| Are good at putting things in logical order<br>Respond more to people's ideas than to their feelings<br>Anticipate or predict logical outcomes of choices<br>Need to be treated fairly<br>Tend to be firm and tough-minded<br>Are able to reprimand or fire people when necessary<br>May hurt people's feelings without knowing<br>Have a talent for analyzing a problem or situation | Like harmony and will work to make it happen<br>Respond to people's values as much as their thoughts<br>Are good at seeing the effects of choices on people<br>Need occasional praise<br>Tend to be sympathetic<br>Dislike telling people unpleasant things<br>Enjoy pleasing people<br>Take an interest in the person behind the job or idea |
| **Judging Types** | **Perceptive Types** |
| Work best when they can plan their work and follow the plan<br>Like to get things settled and finished<br>May decide things too quickly<br>May dislike to interrupt the project they are on for a more urgent one<br>Tend to be satisfied once they reach judgment on a thing, situation or person<br>Want only the essential needed to begin their work<br>Schedule projects so that each step gets done on time<br>Use lists as agendas for action | Do not mind leaving things open for last minute changes<br>Adapt well to changing situations<br>May have trouble making decisions, feeling they never have enough information<br>May start too many projects and have difficulty in finishing them<br>May postpone unpleasant jobs<br>Want to know all about a new job<br>Get a lot accomplished at the last minute under pressure of a deadline<br>Use lists as reminders of all the things they have to do someday |

# Effects of Each Preference in Work Situations

| Extraverted Types | Introverted Types |
|---|---|
| Like variety and action<br>Are often good at greeting people<br>Are sometimes impatient with long, slow jobs<br>Are interested in how others do their jobs<br>Often enjoy talking on the phone<br>Often act quickly, sometimes without thinking<br>Like to have people around in the working environment<br>May prefer to communicate by talking rather than writing<br>Like to learn a new task by talking it through with someone | Like quiet for concentration<br>Have trouble remembering names and faces<br>Can work on one project for a long time without interruption<br>Are interested in the idea behind the job<br>Dislike telephone interruptions<br>Think before they act, sometimes without acting<br>Work alone contentedly<br>May prefer communications to be in writing<br>May prefer to learn by reading rather than talking or experiencing |
| **Sensing Types** | **Intuitive Types** |
| Are aware of the uniqueness of each event<br>Focus on what works now<br>Like an established way of doing things<br>Enjoy applying what they have already learned<br>Work steadily with a realistic idea of how long it will take<br>Usually reach a conclusion step by step<br>Are not often inspired, and may not trust the inspiration when they are<br>Are careful about the facts<br>May be good at precise work<br>Can oversimplify a task<br>Accept current reality as a given to work with | Are aware of new challenges and possibilities<br>Focus on how things could be improved<br>Dislike doing the same thing repeatedly<br>Enjoy learning new skills<br>Work in bursts of energy powered by enthusiasm with slack periods in between<br>May leap to a conclusion quickly<br>Follow their inspirations and hunches<br>May get their facts a bit wrong<br>Dislike taking time for precision<br>Can make a task more complex than necessary<br>Ask why things are as they are |

# Effects of Combinations of Preferences

| IS, Thoughtful Realist | ES, Action-Oriented Realist |
|---|---|
| Leads through attention to what needs doing<br>Individual Focus: Practical considerations<br>Organizational focus: Continuity<br>"Let's keep it!" | Leads through action, doing<br>Individual focus: Practical action<br>Organizational focus: Results<br>"Let's do it!" |
| **IN, Thoughtful Innovator** | **EN, Action-Oriented Innovator** |
| Leads through ideas<br>Individual focus: Intangible thoughts and ideas<br>Organizational focus: Vision<br>"Let's think about it differently!" | Leads through enthusiasm<br>Individual focus: Systems and relationships<br>Organizational focus: Change<br>"Let's change it!" |

# Organizational Values by Type

| Sensing Thinking Types value | Sensing Feeling Types value |
|---|---|
| Stability in organization<br>Productivity<br>Efficiency, Profitability<br>Maximization of resources<br>Statistical validation<br>Empirical problem solving<br>Control, thoroughness, certainty<br>Meeting practical needs in a consistent way | Emotional well-being of employees<br>The appropriate actions taken for individuals<br>Productivity<br>Service orientation<br>Clarity of role and function<br>Good communication<br>Integrity<br>Correct management of factual detail<br>A family-like atmosphere full of friendliness |
| **Intuitive Feeling Types value** | **Intuitive Thinking Types value** |
| Change<br>Community<br>Independent yet harmonious groups working on both tasks and relationships<br>Products and services meeting human goals<br>Flexibility<br>Enthusiasm and insight in problem solving<br>Decentralized responses<br>Empowerment within organization<br>Responsive to internal and external human needs | Strategic planning<br>Competition, Productivity<br>The big picture focus on the external market<br>Determination of new business plans<br>Setting of appropriate strategies and objectives<br>A focus on global concepts<br>Procedures based on logical foundation<br>Concentration on long-term outcomes<br>Employment of ingenious people who focus on efficiency and effective problem solving |

# Contributions Made by Each Type

| SENSING/THINKING | SENSING/FEELING | INTUITIVE/FEELING | INTUITIVE/THINKING |
|---|---|---|---|
| **ISTJ**<br>I Depth of concentration<br>S Reliance on facts<br>T Logic and analysis<br>J Organization | **ISFJ**<br>I Depth of concentration<br>S Reliance on facts<br>F Warmth and sympathy<br>J Organization | **INFJ**<br>I Depth of concentration<br>N Grasp of possibilities<br>F Warmth and sympathy<br>J Organization | **INTJ**<br>I Depth of concentration<br>N Grasp of possibilities<br>T Logic and analysis<br>J Organization |
| **ISTP**<br>I Depth of concentration<br>S Reliance on facts<br>T Logic and analysis<br>P Adaptability | **ISFP**<br>I Depth of concentration<br>S Reliance on facts<br>F Warmth and sympathy<br>P Adaptability | **INFP**<br>I Depth of concentration<br>N Grasp of possibilities<br>F Warmth and sympathy<br>P Adaptability | **INTP**<br>I Depth of concentration<br>N Grasp of possibilities<br>T Logic and analysis<br>P Adaptability |
| **ESTP**<br>E Breadth of interests<br>S Reliance on facts<br>T Logic and analysis<br>P Adaptability | **ESFP**<br>E Breadth of interests<br>S Reliance on facts<br>F Warmth and sympathy<br>P Adaptability | **ENFP**<br>E Breadth of interests<br>N Grasp of possibilities<br>F Warmth and sympathy<br>P Adaptability | **ENTP**<br>E Breadth of interests<br>N Grasp of possibilities<br>T Logic and analysis<br>P Adaptability |
| **ESTJ**<br>E Breadth of interests<br>S Reliance on facts<br>T Logic and analysis<br>J Organization | **ESFJ**<br>E Breadth of interests<br>S Reliance on facts<br>F Warmth and sympathy<br>J Organization | **ENFJ**<br>E Breadth of interests<br>N Grasp of possibilities<br>F Warmth and sympathy<br>J Organization | **ENTJ**<br>E Breadth of interests<br>N Grasp of possibilities<br>T Logic and analysis<br>J Organization |

# The MBTI Preferences VOCABULARY

| ENERGIZING | EXTRAVERT | INTROVERT |
|---|---|---|
| (orientation of energy) | external | internal |
| | outside thrust | inside pull |
| | blurt it out | keep it in |
| | breadth | depth |
| | involved with people, things | work with ideas, thoughts |
| | interaction | concentration |
| | action | reflection |
| | do-think-do | think-do-think |

| ATTENDING | SENSING | INTUITION |
|---|---|---|
| (perception) | the five senses | "sixth sense," hunches |
| | what is real | what could be |
| | practical | theoretical |
| | present orientation | future possibilities |
| | facts | insights |
| | using established skills | learning new skills |
| | utility | novelty |
| | step-by-step | leap around |

| DECIDING | THINKING | FEELING |
|---|---|---|
| (judgment) | head | heart |
| | logical system | value system |
| | objective | subjective |
| | justice | mercy |
| | critique | compliment |
| | principles | harmony |
| | reason | empathy |
| | firm but fair | compassionate |

| LIVING | JUDGMENT | PERCEPTION |
|---|---|---|
| (orientation to the outside world) | planful | spontaneous |
| | regulate | flow |
| | control | adapt |
| | settled | tentative |
| | run one's life | let life happen |
| | set goals | gather information |
| | decisive | open |
| | organized | flexible |

# Preferred Method of Communication

**EXTRAVERSION**
Communicate energy and enthusiasm
Respond quickly without long pauses to think
Focus of talk is on people and things in the external environment
Need to moderate expression
Seek opportunities to communicate in groups
Prefer face-to-face over written communication
In meetings, like talking out loud before coming to conclusions

**INTROVERSION**
Keep energy and enthusiasm inside
Like to think before responding
Focus is on internal ideas and thoughts
Need to be drawn out
Seek opportunities to communicate one-to-one
Prefer written over face-to-face communication
In meetings, verbalize already well thought out conclusions

**SENSING**
Like evidence (facts, details, examples) presented first
Want practical and realistic applications shown
Rely on direct experience to provide anecdotes
Use an orderly step-by-step approach
Like suggestions to be straightforward and feasible
Refer to a specific example
In meetings, inclined to follow the agenda

**INTUITION**
Like global schemes, with broad issues presented first
Want possible future challenges discussed
Rely on insights and imagination to provoke discussion
Use a roundabout approach in presentations
Like suggestions to be novel
Refer to a general concept
In meetings, inclined to use the agenda as a starting point

**THINKING**
Prefer to be brief and concise
Want the pros and cons of each alternative to be listed
Can be intellectually critical and objective
Convinced by cool, impersonal reasoning
Present goals and objectives first
Consider emotions and feelings as data to weigh
In meetings, seek involvement with tasks

**FEELING**
Prefer to be sociable and friendly
Want to know why an alternative is valuable and how it affects people
Can be interpersonally appreciative
Convinced by personal information when enthusiastically delivered
Present points of agreement first
Consider logic and objectivity as data to valu
In meetings, seek involvement with people

**JUDGMENT**
Want to discuss schedules and timetables with tight deadlines
Dislike surprises and want advance warning
Expect others to follow through, count on this
State their positions and decisions clearly
Communicate results and achievements
Talk of purpose and direction
In meetings, focus on the task to be done

**PERCEPTION**
Willing to discuss the schedule but uncomfortable with tight deadlines
Enjoy surprises and like adapting to last-minute changes
Expect others to adapt to situational requirements
Present their views as tentative and modifiable
Communicate options and opportunities
Talk of autonomy and flexibility
In meetings, focus on the process to be appreciated

# Module 9 - Post Assessment

**Objectives**

1. To review what participants have learned in course.

2. To discuss how participants can apply what they have learned to their own work situations.

**Procedures**

1. As class, participants will discuss how they can apply what they have learned to their work situations.

2. Participants will take post-assessment.

3. As class, participants will review post assessment and compare their scores with those received on the pre-assessment.

# POST-ASSESSMENT ANSWERS

1. What are some sources of concern for people when a team is in the forming phase?
   **Will I fit in? Will people like me? Will we all have the same goals?**

2. What are some beneficial team behaviors?
   **open communication; making it safe for people to contribute; creative problem solving; following procedures for reaching a goal**

3. What are some indicators of potential trouble involving team communication?
   **failure to use discussion skills; excessive reliance on leader; inability to let go of topic and move on**

4. Define divergent thinking.
   **Process of generating many different ideas.**

5. Define brainstorming.
   **Use of divergent thinking technique to generate many different ideas without censoring them; preliminary part of problem solving process**

6. What are the three phases in problem solving?
   **Problem Definition**
   **Cause Finding**
   **Solution**

7. A convergent thinking technique for quietly reducing the large number of brainstormed items or ideas is **non-verbal group technique.**

8. What is a non-verbal group technique of decision making?
   **multi-voting technique**

9. What is an important function of a meeting facilitator?
   **keep things on track; encourage quiet members; not allow anyone to dominate**

10. List three factors that make a meeting effective.
    **good use of time; use of agenda; encouraging and making safe participation by everyone**